

Pupil premium strategy statement – St Andrew’s CofE (VA) Primary School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data (Nov 2025)
Number of pupils in school	204 195
Proportion (%) of pupil premium eligible pupils	27.4% 22.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Carys Lewis
Pupil premium lead	Sarah Field
Governor / Trustee lead	Ali Ryder

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,411 £74, 235
Recovery premium funding allocation this academic year	£3878.75
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 91,289.75 £74, 235

Part A: Pupil premium strategy plan

Statement of intent

This new 3 year cycle is an opportunity to review, refresh and enhance our offer for PP children.

Our school vision: **John 10:10** *"I have come that they may have life and have it to the full."* recognises that every child is an individual, with different interests, strengths and challenges. We're committed to forming strong, supportive, inspiring relationships with the children to help them fulfil their potential and flourish.

At St Andrew's we have a culture of aspiration and high expectations for all. We strive to foster strong, supportive relationships with our families in order to help them support their children.

We strongly believe that our children deserve to have the best opportunities and support to overcome disadvantage; both academically and through wider opportunities in order to become well rounded individuals ready to take the next step in their education and to become citizens of the future who are able to contribute to an ever-changing society.

We strive to:

- *Narrow the attainment gap between disadvantaged pupils and our non- disadvantaged pupils through removing barriers to learning.*
- *Teach children to communicate effectively in a wide range of situations.*
- *Provide children with a wealth of opportunities to broaden their horizons and stimulate their curiosity.*
- *Instil an innate sense of self belief in all our children so that they develop ambitions for the future.*
- *Equip children with an emotional toolkit for life: perseverance, courage and resilience.*
- *Foster a strong sense of belonging for all pupils within our school community, promoting connections and relationships.*
- *Enable children to attend school regularly to make the most of the opportunities they have at school.*

Key principles of our PP strategy plan

- *The progress and wellbeing of our disadvantaged pupils is prioritised by leaders who take a holistic view to pinpoint individual needs.*
- *Parents are engaged and supported to help and nurture their children.*
- *All staff are aware of the disadvantaged pupils they teach. Tracking and monitoring data is purposeful and informs next steps.*
- *High quality teaching meets the needs of all our pupils.*
- *Targeted support is well planned, purposeful and doesn't distract from our wider curriculum.*
- *Regular reviews closely monitor and track our pupil premium.*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low starting points on entry; behavioural, social and physical.
2	Speech language and communication difficulties
3	Attainment gap in reading, writing and maths
4	Limited life experiences, narrow horizons and aspirations
5	Emotional wellbeing of pupils and often their families
6	Attendance

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Early identification of need on entry informs support and interventions to enable children to be school ready.	<ul style="list-style-type: none"> • Home visits, baseline assessments, observations and screenings provide school with key information. • Pupils with Sp&L needs have targets set by our school-based therapist which are regularly addressed in class by trained TAs. Children make progress against their targets. • High levels of staffing in Foundation and Year 1 enable progress to be made through targeted early support. • The gap between PP pupils and their non-PP peers achieving GLD has narrowed.
High quality teaching uses a range of approaches which meets the needs of all learners.	<ul style="list-style-type: none"> • Triangulated monitoring evidences adaptive teaching, with teachers effectively utilising a range of techniques, scaffolds and resources to enable progress. • Oracy is embedded in every lesson, children are able to discuss, debate and present confidently. • Additional adults offer quality interventions either in school time or in after-school tutoring • The gap between PP pupils and their non-PP peers in Reading, Writing and Maths narrows
Enable PP students to access a wide variety of extra-curricular activities to broaden their experiences and give them a wide array of opportunities.	<ul style="list-style-type: none"> • Most PP children access a club • PP children are offered subsidised music lessons, drama or other creative activity • Some funding is available to support access to trips on a case-by-case basis

<p>Achieve and sustain improved social, emotional and mental health for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • All PP pupils who are identified as having a social, emotional or mental health need through CPOMs have received follow up support from the Family Support Worker, Learning Mentor, ELSA trained TA or other relevant professional. • All staff are trained in trauma responsive approaches which are incorporated into all aspects of school life.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year 2025-26** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued CPD for all teachers so that they are skilled in creating an environment which meets the needs of all pupils. PP lead and SENCO to lead training</p>	<p>Quality First Teaching ensures an effective teacher is in front of every class. Research shows that where every teacher is supported to keep improving, this is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p> <p>Cognitive load theory https://www.sciencedirect.com/science/article/abs/pii/B9780123876911000028</p> <p>5 a day approach EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send</p> <p>Adaptive teaching https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1</p>	<p>1,3</p>
<p>CPD for teachers on metacognition and self regulation delivered by PP lead</p>	<p>There is a strong body of research from psychology and education demonstrating the importance of metacognition and self-regulation to effective pupil learning.</p> <p>The EEF's Teaching and Learning Toolkit, which summarises a large body of international evidence, rates 'metacognition and self-regulation' as a high-impact, low-cost approach to improving the attainment of disadvantaged learners.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>3,5</p>

<p>Maths lead to use new NPQ qualification and share key knowledge and principles with staff.</p> <p>NCTEM mastering number to be rolled out throughout the whole school</p>	<p>Quality First Teaching ensures an effective teacher is in front of every class. Research shows that where every teacher is supported to keep improving, this is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1731948119</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p>	<p>3</p>
<p>Release teachers to attend PP surgeries.</p>	<p>Providing each teacher with 3 pupil progress meetings with the PP lead. This will provide each practitioner with bespoke support for individual children to help them remove barriers to learning. Each child will have targets for Reading, Writing and Maths even if they are working at the Expected Standard (EXS) since research shows that PP children working at EXS in KS2 are more likely than their non-PP peers to have fallen behind by KS4. Our Insight data system will be used to closely track pupil's progress and within these meetings, targets will be reviewed and if accelerated progress is not being made, early intervention can be put in place by reviewing current provision and barriers to success.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>3</p>
<p>Participate in an EEF trial around improving writing.</p> <p>Staff INSET plus 3 x ½ day training session for teachers in year groups.</p>	<p>Quality First Teaching ensures an effective teacher is in front of every class. Research shows that where every teacher is supported to keep improving, this is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p>	<p>3</p>

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 56,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher led targeted in-school pre teach	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit.</p> <p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	3
TA support and interventions, e.g. speech and language	<p>Supporting the development and progress in Early Years, with a specific focus on language acquisition, clarity of learning and adult deployment:</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>TA attending MAST training on intervention programmes e.g colourful semantics, Speech and language.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1696474451</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p>	1,2,3
School based SaLT assess, review and write programmes for targeted children which trained TAs deliver.	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2,3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly extra-curricular offer for PP pupils to attend a speech and drama club	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	4,5
FSA to build relationships with parents and reduce barriers for the child	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our the EEF's Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1731943774</p> <p>Well-designed communications with families can be effective for improving attendance and supports positive relationships through two-way communication.</p>	4,5, 6
After school and in school workshops to support parents with supporting children at home	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3,5,
Track the attendance of pupil premium children and swiftly act upon attendance which falls below 95%	<p>There are clear links between attendance, behaviour and learning. Knowing and understanding your pupils, their families, their influences, and their specific challenges can help diagnose some of the underlying causes of absence and more clearly define the problem. It can also help to understand individual barriers to attendance and learning and help choose effective targeted approaches.</p>	3, 4,6
MAST subscription for therapeutic support, to include learning mentor and play therapy	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to</p>	5,6 Partially funded through PP

	<p>understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p>	
<p>Support full inclusion in all events and activities through a dedicated fund which can be accessed on a case by case basis.</p>	<p>School trips benefit students by enhancing academic understanding through real-world experiences, boosting social and emotional growth by building confidence and teamwork, and increasing overall engagement and motivation for learning</p>	

Total budgeted cost: £ 74,235

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data from academic year 24-25

EYFS GLD

PP GLD= 50% Non pp GLD= 50% (=)

Phonics Screening

PP-50% Non PP-90% (-40%)

End KS1

Reading PP 25 % Non PP 87% (-62%)

Writing PP 25% Non PP 83% (-58%)

Maths PP 25% Non PP 95% (-70%)

This is a small cohort of pp children, $\frac{3}{4}$ also have SEND needs

End KS2

Non-pp children out performed pp in reading and writing

Reading PP 72% Non PP 81% (-9%)

Writing PP 78% Non PP 81% (-3%)

Maths PP 71% Non PP 82% (-11%)

Overall-all year groups combined

Reading PP 63% Non PP 85% (-22%)

Writing PP 61% Non PP 78% (-17%)

Maths PP 55% Non PP 82% (-27%)

**Upon looking at these figures, it is important to take into account that many of our pupil premium children also have other challenges such as SEND needs or EAL. **

Data summary

Analysis of data across the school demonstrates that in most cohorts, non- pupil premium children are outperforming the pupil premium counterparts in Reading, Writing and Maths with the biggest difference in Maths. In previous academic years Writing had been trailing Reading and Maths but with a spotlight put on writing, this gap has begun to close. As the children move through the school, the gap narrows by the end of KS2.

Conclusions

With a dedicated PP lead and increased spotlight on pupil premium children in this academic year, along with a new data system-insight- which allows us to track pupils more closely, we have a greater understanding of our pupil premium children. There are still attainment gaps which continue to persist but the work we did with pupil premium writing in the 24-25 academic year, shows that with relentless consistency, monitoring and CPD, these gaps can be reduced.

When comparing data it is important to recognise the impact of small PP cohorts and sample sizes coupled with the impact of additional barriers such as SEN needs on these children and the reflective data. Progress can often be seen longer term

We will continue to be vigorous in our work to remove barriers for PP pupils wherever they exist and seek to actively advantage these children. This will be done in a variety of ways which are set out in our school action plans.

The Pupil Premium Strategy details how we will direct the PP funding, but does not take into account all actions we are taking to improve the provision for these pupils, much of which comes from other budgets and therefore will not be detailed within this report. Several of our strategies are long-term plans that will lead to a gradual improvement over time that is not always reflected in wide bands of attainment (WTS and EXS). Instead, we must continue to look at small steps of progress and personalised targets to see the impact of this strategy.

Further information (optional)

We engage in a wide range of additional activities that supplement our provision for PP. This includes (but is not limited to):

- A focus on disadvantage and SEND in termly teacher meetings with SLT
- Dedicated, termly CPD for teachers on PP
- Focused CPD for TAs
- PP focus in subject leader curriculum monitoring
- PP attainment target included in all teachers' appraisals
- A program of high-quality, research-based CPD for teachers focussed on the quality of teaching